|  |  |  |
| --- | --- | --- |
|  | GI SCHOOL | SGC-GI- F77 |
| UNIT PLAN  *SCHOOL YEAR:* | v. 02 |
| August 2010 |

**Subject (s): English Grade: 10 Term: 2**

**Name / Theme or Unit: Irony, Evaluating Arguments, Persuasive Speech Writing, Verb Forms**

**Time Frame: 3 weeks**

**Submitted by: Daniel Olsen**

|  |  |
| --- | --- |
| **OVERVIEW :** Students will learn about the different kinds of irony and their use by authors to make stories more exciting, insightful and unpredictable. Students will then learn about the various techniques used by writers and to set a particular tone and convince an audience of their claim. After evaluating an article, students will use these same techniques themselves in composing, practicing and delivering a persuasive speech. | |
| **STAGE 1 – IDENTIFY DESIRED RESULTS** | |
| **Content Standards and Benchmarks :**  10.2. Understand and use correctly positive and negative connotations in the English language.  10.6 Evaluate the credibility of an author's argument or defense of a claim by critiquing the information given  10.14 Have a basic understanding of the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.  10.22 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium  10.23 Support statements and claims with anecdotes, descriptions, facts and statistics, and specific examples  10.45 Develop and teach constructive criticism skills in the areas of peer and self evaluation.  10.47 Choose appropriate techniques for developing the introduction and conclusion (e.g., by using literary quotations, anecdotes, references to authoritative sources).  10.48 Produce concise or general (depending on the presentation) notes or plan of action (graphic organizer) for reference during an oral presentation  10.49 Analyze various occasions and the interests of the audience and choose effective verbal and nonverbal techniques (e.g., voice, gestures, eye contact) that are most valuable in the situation; practice and apply the techniques  10.50 Analyze political or social documents to identify the main ideas and purpose of the original authors and understand what makes them memorable.  10.52 Evaluate a dramatic presentation and critique the techniques used; offer suggestions for improvement; be able to identify and determine quality of a presentation because of the elements used  10.56 Deliver oral responses to literature that show an understanding of the main idea and purpose of the author  10.57 Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.  10.59. Read with a rhythm, flow, and meter that sounds like everyday speech | |
| **Essential questions:**   1. What are the different kinds of Irony? 2. How is Irony used to add depth, complexity and unpredictability to stories? 3. How do we evaluate the claim of an author through analysis of their different appeals and their particular tone? 4. How can we construct an argument that is convincing and appealing to an audience? 5. What verbal and non-verbal techniques make for an effectively delivered speech? 6. How do we use verbs correctly in sentences? | **Expected language:**  Situational, verbal and dramatic irony,  Evaluation, claim, tone, logical appeals, emotional appeals, anecdotes, loaded words, facts, statistics, expert opinions, reasoning, bias, attention-grabbing introduction, call to action, verbal and non-verbal techniques, volume, body language, eye-contact, pauses, pacing, verb agreement, verb tense, present, simple past, past participle, regular and irregular verbs |
| **STAGE 2 – ASSESSMENT EVIDENCE**  List performance tasks or project, quizzes, graded assignments, prompts, etc. Include the rubrics you use to evaluate the performance tasks. | |
| **Verb Forms**  Verb Conventions Worksheets (attached)  **Irony**  In-class irony examples (presented)  Oral assessment, individual student reading of “Lamb to the Slaughter”  “Lamb to the Slaughter” irony worksheet (attached)  **Evaluating Arguments**  ½ page Mini-argument with one emotional and one logical appeal  Argument evaluation chart for 2 articles read (attached)  Evaluating arguments test  **Speech**  Speech Brainstorming worksheet (attached)  Student peer feedback comments  Speech presentations (assignment sheet attached) | |
| **STAGE 3 – LEARNING ACTIVITIES**  Considerthe type of knowledge (declarative or procedural) and the thinking skills students will use. | |
| Notes / activities on irony  Read lamb to slaughter + discussion  Read articles making arguments.  Test on Eval arguments  Persuasive speeches using argument techniques.  **Verb Forms**  Students will watch a short Schoolhouse Rock Grammar Video (attached) on verbs, reviewing their role in sentence structure. Students will then receive an irregular verb list handout (attached) and use it to do the worksheets as a class on the board every other day as a warm up. The teacher will give brief explanations for each sheet and the skill being practiced.  **Irony**  Students will begin by viewing some slides of ironic jokes or situations and they will analyze as a class what exactly makes each of these slides humourous and unpredictable, hopefully leading toward realizing it is a contrast between what is expected, and what actually occurs. Students will then take some notes on the three types of irony, dramatic, situational and verbal, with example pictures from the teacher. Pairs of students will be assigned to draw example pictures of each kind of irony, and show them to the class (or have collected by the teacher for marking, depending on time).  Students will then read “Lamb to the Slaughter.” The teacher will begin by giving a brief introduction to the stereotypical American housewife of the 1950s and all the expectations placed on this kind of character. Students will hopefully be able to predict that the irony of the story will be about playing with this expectation. Students will take turns reading the story and they will receive an oral mark. After the story, students will complete a worksheet and questions from the board piecing together the main ironic thread of the story plot.  **Evaluating Arguments**  Next, students will view a power point on evaluating arguments and the use of emotional and logical appeals by authors to convince readers of a claim. Students will also discuss examples of bias and ways to evaluate the author’s tone. After seeing and discussing several examples of different kinds of appeals, students will select from a short list of topics given by the teacher (ex, the Harry Potter movies are good or bad, the legal drinking age should be lowered, etc.) and write a brief ½ page pro or con argument for a particular issue. They will be required to include at least one emotional appeal (loaded word or anecdote) and one logical appeal (fact or statistic). Students will be allowed to invent a phony statistic for this exercise only.  As a class with explanations and help from the teacher, the students will then read the 2 articles “If Decency Doesn’t, Law Should Make Us Samaritans” and “Good Samaritans U.S.A. Are Afraid to Act,” and apply their knowledge to an evaluation of the two opposing arguments presented. They will complete an argument evaluation chart on each (attached).  Finally, students will take a test on evaluating arguments (attached) where they will be given two short articles with opposing views on an issue (paper photocopy of article is in the cupboard) and be asked to apply the learned skills.  **Speeches**  Students will view a power point about speech writing, and the use of verbal and non-verbal techniques. They will make a connection to the argumentative techniques that they just learned about. They will then be shown their speech assignment and the rubric break down of their mark (attached).  After this, students will begin brainstorming topics for their speeches. Using the speech brainstorming sheet (attached), the list of suggestions posted on the board by the teacher (attached) and the help of a partner, they will brainstorm and take a few notes on 4 possible persuasive speech theses. For each topic, they will have to write an opinion, a few possible things they could say, and at least one shocking or otherwise interesting statement or question they could begin their speech with to get the audience’s attention. Once the students have a skeleton of 4 different speeches, they will choose one and write a more detailed outline of it on the reverse side of the sheet. No two students will be allowed to present the same opinion on an issue, but they will be allowed to present opposing points of view on the same issue. The student who has completed their brainstorm of the 4 different speeches first will have first claim to the topic.  Students will then be shown a series of short video clips of various speeches from student competitions (attached), movies, senatorial proceedings, etc. and identify and analyze the various introduction techniques used by the speakers. They will be given a worksheet with the text of some speech introductions and identify the verbal techniques used. (attached)  Students will be given time in the computer lab if time permits for researching a few facts or statistics for the speech. Alternatively, the students can be allowed to do this research at home if they include their source in their notes. With their notes completed, students will write their speeches individually in class, and will be given flashcards to transfer the speech into note form if desired.  For one class, students will have a chance to receive feedback from their classmates. In changing pairs, all students will be required to listen to at least 5 different speeches and deliver their speech at least 4 different times. They will collect specific comments from their peers about their verbal and non-verbal techniques and will use the feedback to try and read and improve with each performance.  Finally, the students will deliver their speeches to the class. In between speeches if time permits, the class will be allowed a few minutes to ask questions and offer opinions agreeing or disagreeing with those of the speaker. | |
| **INSTRUCTIONAL MATERIALS AND RESOURCES** | |
| Assorted web images, videos and MP3s  Example videos of Speech introductions  **Holt Language and Literature Text**: Lamb to the Slaughter, 2 articles on Good Sam Laws  Holt Textbook PDF Worksheets  Teacher Created Resources | |

At the end of unit:

CURRICULUM COVERAGE: Percentage of planned curriculum that was taught and assessed \_\_\_\_

REFLECTIONS: